



Clark County School District

C. T. Sewell ES

School Performance Plan: A Roadmap to Success

C. T. Sewell ES has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

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School Designations: ☒ Title I ☐ MRI ☐ CSI ☐ TSI ☒ ATSI

Our SPP was last updated on November 6, 2024



School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating report at http://nevadareportcard.nv.gov/DI/nv/clark/c._t._sewell_elementary_school/2024/nspf

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Heather Synold	Principal(s) (required)
Magdalen Diaz-Davis Stacy Hawken	Assistant Principals
Alicia Francisco Katie Duffy Kristin Stanzione Chrissy Parrish Carly Dickinson Lindsay Liedke Donna Schwerin Vanessa Purdy	Teacher(s) (required)
Jolene Novak	Paraprofessional(s) (required)
Damaris Macias, Dorcas Claybon, Itzel Vazquez	Parent(s) (required)
Danielle Osborn, Aimee Fuller, Patricia Ross	Specialized Instructional Support Personnel: RBG3 Literacy Strategist, Student Support Instructional Facilitator, & Special Education Instructional Facilitator



School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
SOT	8/16/24	SOT Meetings The team discussed and reviewed Act 3 and Act 1 of the CIP. Suggestions were made to correct the improvement strategies for the Student Success Goal, since we did not meet our goal in that area. We will adjust the strategies to reflect our focus on LETRS and HMM training to ensure high quality Tier I literacy instruction.



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed 9/25/24	MAP–NWEA SBAC- DataLab STAR Reading and Early Literacy Assessments PLC Review of common assessments FastBridge (CBM)	Panorama Survey	PLC review of tasks/text levels Administration observation of Close Reads Administration review of lesson plans
	Areas of Strength: The percent of students at Sewell ES at or above the 41st percentile (41st percentile and above indicates average or above average achievement) on the Math MAP® Growth™ Assessment increased from 25.89% in Fall 2023 to 26.74% in fall 2024.		
	Areas for Growth: ELA Proficiency: Keeping a consistent trajectory for growth as measured by the Reading MAP® Growth™ Assessment. The percent of students at Sewell ES at or above the 41st percentile was 47%, and we want to continue that growth trajectory, utilizing the action steps and resources noted below.		
Problem Statement	Overall reading proficiency is low. Reading proficiency is highly correlated with future school success and high school graduation. The following are the percent of students at Sewell ES at or above the 61st percentile on the 2024 fall MAP assessment (41st percentile and above indicates average or above average achievement): K – 41%, 1 st – 39%, 2 nd – 39%, 3 rd – 34%, 4 th – 37%, 5 th – 39%.		
Critical Root Causes	Teachers have limited understanding of Tier 1 ELA curriculum, resources, and instructional strategies		



Part B

Student Success	
School Goal: <i>Increase the percentage of students projected to be in the 61st percentile or higher in Reading in Spring 2025 by a minimum of 2% as measured in FocusEd. Current MAP reading scores; Fall 2024- 27% scored at or above the 61st percentile.</i>	Aligned to Nevada's STIP Goal: <i>Goal 3: All students experience continued academic growth.</i>
Improvement Strategy: <i>Ensure that all students receive high-quality Tier 1 instruction with evidence-based instructional materials and classroom reading material aligned to the standards that are culturally appropriate, relevant, inclusive, engaging and meet students' needs.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>HMH Into Reading K-5 - 2, Renaissance Learning - 4 Lexia - 3</i>	
Intended Outcomes: <i>Teachers will create and implement effective lesson plans and common assessments with HMH Into Reading and LETRS, resulting in high-quality, standards-based instruction through the implementation of the Teaching and Learning Cycle. ELA instruction in all classrooms will scaffold student learning, use complex text, and focus on text-dependent questioning to increase and develop students' abilities to analyze, interpret, and infer using a variety of literacy skills.</i>	
Action Steps: <ul style="list-style-type: none">• <i>Teachers will collaborate to select and revise effective and on-grade-level HMH lessons, texts, and instructional strategies</i>• <i>Observe (admin/strategist) whole- and small-group reading instruction.</i>• <i>Provide transferrable and direct feedback to teachers through collaborative debrief sessions.</i>• <i>Identify teacher coaching/modeling needs</i>• <i>Schedule coaching, modeling, and reflective practice sessions.</i>• <i>Provide coaching and modeling on how to apply instructional strategies learned from LETRS</i>• <i>Teachers and the strategist will provide targeted Tier 2 instruction to students identified as "at-risk" during the grade-level intervention block four days each week from September to May.</i>	
Resources Needed: <ul style="list-style-type: none">• <i>Nevada Academic Content Standards (District provided)</i>	



- *Literacy Pacing Guides (District provided)*
- *Data-driven and skills-based lesson plans*
- *HMH Into Reading (District provided)*
- *LETRS Materials and Training (District provided)*
- *Data from MAP growth assessments, summative assessments, and other schoolwide formative assessments (Provided by AARSI)*
- *Renaissance and Accelerated Reader (Strategic budget)*
- *Lexia for all Self-Contained Special Education students (Strategic budget)*
- *Exact Path (District provided)*
- *95 Phonics (District provided)*

Challenges to Tackle:

- *Lack of adequate training on programs*
- *Lack of time to collaborate; prep buy-out/contracted time before school*
- *Ensuring consistent Tier 1 instruction*
- *Student effort, attendance, engagement; implement school-wide behavior supports*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?



English Learners:

AB 219 Corrective Action Plan for Student Success

In addition to the school wide goal and considered equity supports, Sewell ES has adopted the following Student Success Action Plan in alignment to AB 219.

AB 219 Data Reviewed

ELL ELA Proficiency: During the 2023-2024 school year, the ELL ELA Proficiency was 12%.

ELL Math Proficiency: During the 2023-2024 school year, the ELL Math Proficiency was 8%.

ELL WIDA Met AGP: During the 2023-2024 school year, the ELL WIDA Met AGP was 18.9%.

AB 219 Student Success Root Causes: As evidenced by SBAC and the WIDA ACCESS Assessment, the problem is that English language learners are performing in the bottom 30th percentile Nevada/CCSD. The root causes of low performance of English language learners in language proficiency and content achievement are due to:

- Classroom observations indicating inconsistencies to extend learning activities that engage students in discourse on academic content and vocabulary that are aligned with state instructional standards.
- Proficiency performance of ELLs demonstrates a need for teachers to acquire additional knowledge and skills to deliver effective grade-level Tier I and small group Tier II instruction designed to provide ELLs access to content that develops English language, vocabulary, and content simultaneously.

ELL students need opportunities to participate in academic discourse during Tier I and Tier II instruction, and utilize embedded curriculum ELL strategies to engage students in small-group activities to build and utilize vocabulary in reading and math.

AB 219 Student Success Goals:

- **Mathematics Summative Assessment:** Increase the percent of ELs proficient in Math, as measured by SBAC, from 8% in 2023-2024 to 18% by May 2025.
- **Language Arts Summative Assessment:** Increase the percent of ELs proficient in ELA, as measured by SBAC, from 12% in 2023-2024 to 20% by May 2025.
- **Language Summative Assessment:** Increase the percentage of ELs meeting AGP, as measured by WIDA ACCESS, from 18.9% in 2023-2024 to 40% by May 2025.

AB 219 Student Success Improvement Strategy: HMH Into Reading K-5, Imagine Learning (K-2), Lexia English (3-5)

AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2-Moderate, 3-Promising, 1-Strong

AB 219 Student Success Action



- **Action Step [1]:** EL students will have opportunities to work in differentiated small-groups with classroom teachers to build students' language, math, and literacy skills through daily instruction in phonics, fluency, vocabulary, writing, comprehension, and language development.
 - **Monitoring Plan:** Weekly observations of small-group instruction
 - **Person Responsible:** Administration-observations, Teachers-small group instruction, Read by Grade 3 Strategist-support small group implementation

AB 219 Student Success Action

- **Action Step [2]:** Observe grade level PLCs to ensure that teachers are purposefully planning opportunities to engage English Learners in academic discourse in reading and math.
 - **Monitoring Plan:** Weekly PLC observation; Review of PLC minutes
 - **Person Responsible:** Administration

AB 219 Student Success Action

- **Action Step [3]:** English Learners will be provided time to access Lexia English in grades 3-5 and Imagine Learning in grades K-2 by the classroom teacher for additional support.
 - **Monitoring Plan:** Usage will be daily for 20 minutes per day and monitored by weekly review of reports
 - **Person Responsible:** Teachers and administration

AB 219 Student Success Professional Learning

- **Professional Learning for teachers:** *What professional learning does the site need around rigorous content and language practice opportunities for ELL students?*
 - Teachers need professional learning on how to purposefully plan activities that engage students in academic discourse.
 - Teachers need professional learning on how to use and monitor Lexia English to identify the reading and language skills that students need for additional support.

Foster/Homeless:

- The school counselors, Administration, and Humanities teacher will implement wrap-around services to increase student attendance and/or provide evidence-based programs and Social Emotional Learning targeted to provide support for at-risk students.
- The Title I HOPE Advocate on campus will coordinate ongoing services and support and monitor students' attendance, academic, and social/emotional progress.
- Employ additional licensed professionals for class-size reduction.

Free and Reduced Lunch:



- The school counselor, Administration, and Humanities teacher will implement wrap-around services to increase student attendance and/or provide evidence-based programs and Social Emotional Learning targeted to provide support for at-risk students.
- The Title I HOPE Advocate on campus will coordinate ongoing services and support and monitor students' attendance, academic, and social/emotional progress.
- Employ additional licensed professionals for class-size reduction.

Racial/Ethnic Minorities:

- The learning strategist will help teachers implement instruction that is differentiated, culturally appropriate, relevant, and inclusive.
- Employ additional licensed professionals for class-size reduction.

Students with IEPs:

- Provide an early literacy and language pre-kindergarten program offered free of charge to students
- Employ additional licensed professionals for class-size reduction.
- Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade level instruction with the appropriate accommodations and modifications.
- Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed 9/25/24	LETRS training with Bridge to Practice collaboration opportunities Staff Development on LETRS Administrative observations of implementation PD for new staff on-site initiatives	CCSD Survey (Parent, Staff, Student)	Weekly PLC (planning for Tier 1 instruction and differentiated instructional strategies, analyzing MAP, benchmark data, grade level common assessments, creating re-teaching plans) Continuous staff development on CCSD and site initiatives
	Areas of Strength: All grade levels are participating in weekly Professional Learning Communities (PLC), as evidenced by PLC notes		



	Areas for Growth: Analyzing and modifying common grade-level assessments aligned to the rigor and trajectory of the standards and learning targets
Problem Statement	Minimal understanding of grade level standards, learning intentions, success criteria, and intended learning trajectories. Limited understanding of common assessments aligned to standards
Critical Root Causes	Minimal understanding of grade level standards, learning intentions, success criteria, and intended learning trajectories. Limited understanding of common assessments aligned to standards



Part B

Adult Learning Culture	
School Goal: <i>Sewell will maintain the percentage of effective Professional Learning Communities (PLC) that are focused on using common formative and summative assessment data to inform instruction and monitor students' learning that are held at four 30 minute sessions per month and four 50 minute sessions per month as measured by administrative data collection from grade level and teacher PLC notes.</i>	STIP Connection: <i>Goal 2: All students have access to effective educators.</i>
Improvement Strategy: <i>Implementation of consistent PLCs to ensure grade level collaboration to increase knowledge and understanding of standards-based instruction and aligning assessments</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Professional Learning Communities (PLC)-2</i>	
Intended Outcomes: <i>Sewell's teachers will create a culture of alignment, shared goals and responsibility, and evidence-based approaches to implement grade level standards, learning intentions, success criteria, and learning trajectories into classroom instruction with common assessments.</i>	
Action Steps: <ul style="list-style-type: none">• <i>Administration, strategist, and all teachers will implement Professional Learning Communities (PLCs) every Wednesday from 8:10-8:40 am to design Tier 1 instruction targeted to students' needs, data analysis, item analysis, creating aligned assessments, and analyzing instructional strategies</i>• <i>Administration, strategist, and all teachers will implement weekly Professional Learning Communities (PLCs) during common grade level prep times to design Tier 1 instruction targeted to students' needs.</i>• <i>Administration will provide templates and district-provided resources to support teacher participation and success in PLCs</i>• <i>Administration will review and track data monthly from teacher notes on completed PLCs to support and ensure accountability and growth</i>• <i>Administration will meet with grade levels monthly to analyze and improve ongoing PLCs</i>	
Resources Needed: <ul style="list-style-type: none">• <i>PLC templates</i>• <i>Nevada Academic Content Standards (District provided)</i>• <i>Teacher Clarity Guides (District provided)</i>• <i>Literacy Pacing Guides (District provided)</i>• <i>HMH Into Reading (District provided)</i>	



- LETRS (District provided)
- Data from MAP growth assessments, summative assessments, and other schoolwide formative assessments (Provided by AARSI)

Challenges to Tackle:

- Lack of time for teachers to train and collaborate; prep buy-out/contracted time before school.
- Some staff members may be reluctant to participate and/or collaborate during Professional Learning (PL) sessions; Administration, Instructional Leadership Team, and strategist will collaborate and support all teachers during staff meetings and whenever providing PL.

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners:

In addition to the school wide goal and considered equity supports, C.T. Sewell Elementary has adopted the following Adult Learning Culture Action Plan in alignment to AB 219

AB 219 Data Reviewed

Classroom Observations: Weekly classroom observations revealed that teachers were not yet able to implement the HMH curriculum as designed, nor provide scaffolds for ELL students due to insufficient training opportunities and familiarity with the program.

Understanding Language Development (ULD) Professional Learning Participation: 27% of current staff have yet to complete the four training sessions.

AB 219 Adult Learning Culture Root Causes: As evidenced by classroom observations, the problem is that teachers are unable to provide scaffolds for accessing the HMH curriculum to ELL students as designed. A root cause of poor scaffolding for ELL students is the insufficient training opportunities and teacher familiarity with the HMH curriculum. Students need fully trained teachers that are able to implement and scaffold the HMH curriculum to meet the individual needs of ELL students.

AB 219 Adult Learning Culture Goals: By the end of the 2024-2025 school year, 100% of K-5 staff delivering ELA instruction will utilize the HMH curriculum with fidelity, implementing research-based strategies and data-driven decision making to scaffold for English Language Learners.

AB 219 Adult Learning Culture Improvement Strategy: HMH Into Reading K-5

AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4

AB 219 Adult Learning Culture Action

- **Action Step [1]:** Continue professional learning pertaining to the HMH curriculum and how to scaffold content for ELL students.
 - **Monitoring Plan:** Weekly classroom observations to determine implementation of professional learning.



- **Person Responsible:** Administration will conduct classroom observations, teachers will implement HMH curriculum, learning strategists will provide curriculum training.

- **Action Step [1]:** Collaboration with colleagues, strategists, and administrators regarding best ELL practices and improvement strategies
 - **Monitoring Plan:** Weekly grade level collaboration meetings.
 - **Person Responsible:** Administration will observe grade level meetings, teachers will discuss and share best practices for EL Students.

AB 219 Adult Learning Culture Professional Learning

Professional Learning for licensed staff: *What professional learning does the site need around instructional practice for ELL students?*

- Attend professional learning regarding the HMH curriculum and how to scaffold content for ELL students.
- Opportunities for teachers to collaborate and share best practices for scaffolding content for ELLs.

Foster/Homeless:

- The school counselor, Administration, and Humanities teacher will collaborate with teachers about their wrap-around services to increase student attendance and/or provide evidence-based programs and Social Emotional Learning to ensure teachers include this awareness for at-risk students during their PLC time.
- The Title I HOPE Advocate on campus will coordinate ongoing services and support and monitor students' attendance, academic, and social/emotional progress, and communicate as needed with teachers and administration to ensure PLC time includes support for these students.
- The Response to Intervention (RTI) team will meet with all grade levels during PLC time to ensure the needs of these students are accounted for in their intervention plans.

Free and Reduced Lunch:

- The school counselor, Administration, and Humanities teacher will collaborate with teachers about their wrap-around services to ensure teachers include during their PLC time the awareness for students that receive free and reduced lunch. (At this time, our total student population receives free lunch.)
- The Title I HOPE Advocate on campus will coordinate ongoing services and support and monitor students' attendance, academic, and social/emotional progress, and communicate as needed with teachers and administration to ensure PLC time includes support for these students.

Racial/Ethnic Minorities:

- Administration and strategist will attend grade level PLC time to support teachers and ensure their collaboration includes strategies and lesson planning that is differentiated, culturally appropriate, relevant, and inclusive.

Students with IEPs:



- Administration, Special Education Facilitator (SEIF), and resource teachers will attend grade level PLC time to support teachers and ensure their collaboration includes strategies and lesson planning for co-teaching opportunities in the least restrictive environment to ensure students receive grade level instruction with the appropriate accommodations and modifications.
- Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed 9/25/24	Review of student/class/school incentives Attendance Data Panorama Survey Behavior data in IC/FocusEd	Attendance CCSD Survey	CCSD Survey Parent Feedback during events SOT feedback
	Areas of Strength: We encourage school-based events to decrease absenteeism. For example, we host many family engagement events, including the Family Literacy Program, Bingo Night, fall carnival, STEM night, Art show, parent-teacher conferences, SOT meetings, pre-K family engagement events, student performances, and academic awards ceremonies.		
	Areas for Growth: Reduce the percentage of students chronically absent from 34.9% to 30% by Spring 2025, as measured in FocusED.		
Problem Statement	When students are chronically absent, they cannot participate in academic opportunities.		
Critical Root Causes	Barriers like illness, family or home challenges, trauma, lack of transportation, housing issues and inequitable access to services.		

Part B

Connectedness



School Goal: Reduce the percentage of students chronically absent from 34.9% to 30% by Spring 2025, as measured in FocusED.	STIP Connection: Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.
Improvement Strategy: Implement a consistent attendance checking system schoolwide	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Wraparound Services- 4	
Intended Outcomes: Increase daily student attendance to maximize instructional opportunities	
Action Steps: <ul style="list-style-type: none">• Teachers will have conversations about attendance at Parent Teacher Conferences.• This requires ongoing parent-teacher communication and documentation regarding absences.• Counselor attendance incentive programs for class and individual attendance.• Attendance letters from IC are being sent out, based on daily/weekly protocols• Attendance home visits with district-provided resources.• Improving school culture through implementation of the RCA house system.	
Resources Needed: <ul style="list-style-type: none">• Attendance incentives• Attendance Letter Series from Infinite Campus (Truancy reports & letters home)• Counselor support• Family communication• Wrap-Around services and MTSS• Attendance Home Visit Team (Truancy Outreach Prevention Program)• Truancy Officer Visit Protocol• Teacher training for attendance tracking• Focal Point, Focus Ed, Infinite Campus and DataLab for attendance tracking	
Challenges to Tackle: <ul style="list-style-type: none">• Barriers like illness, family or home challenges, trauma, lack of transportation, housing issues and inequitable access to services.• Student effort, attendance, engagement; implement school-wide behavior supports	
Equity Supports. What, specifically, will we do to support the following student groups around this goal?	
English Learners: AB 219 Corrective Action Plan for Connectedness	



In addition to the school wide goal and considered equity supports, Sewell ES has adopted the following Connectedness Action Plan in alignment to AB 219

AB 219 Data Reviewed

Chronic Absenteeism: 15.5% of EL students are chronically absent.

AB 219 Connectedness Root Causes: As evidenced by FocusEd data, the problem is that ELLs have a high chronic absenteeism rate. A root cause of low performance of English language learners in language proficiency and content achievement is due to a lack of awareness by family and community of the impact of absenteeism over the course of a school career. Parents need increased awareness of the impact of absenteeism and the importance of connectedness to school and school needs consistent attendance expectations across all classes.

AB 219 Connectedness Goals:

- Chronic Absenteeism
 - Reduce the percent of EL students chronically absent from 15.5% to 10% by 2025 as measured by attendance data.

AB 219 Connectedness Improvement Strategy: Counselors (Attendance Incentive Program)

AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *1-Strong*

AB 219 Connectedness Action

- **Action Step [1]:** Counselors will continue to work with staff to monitor chronic absenteeism and follow up with phone calls, home visits, intervention plans, incentive programs, and referrals to the Truancy Prevention Outreach Program (TPOP).
 - **Monitoring Plan:** Daily, reviewing attendance reports and tracking chronically absent EL students
 - **Person Responsible:** Teachers will refer students to the counselors on campus. Counselors will monitor chronic absenteeism. Families will be responsible for ensuring attendance in schools. TPOP case managers will work with families based on needs. Administration will hold meetings as necessary regarding excessive absences.
- **Action Step [2]:** Restructuring attendance procedures to include weekly monitoring, frequent parent communication, and consistent implementation of school wide expectations.
 - **Monitoring Plan:** Weekly data analysis of chronic absenteeism from FocusED
 - **Person Responsible:** Administration with support from counselors, teachers, and school clerk

AB 219 Connectedness Professional Learning

- **Professional Learning for Parents:** *What professional learning does the site need around Connectedness for EL students?*
 - Parents will need professional learning on understanding how absenteeism can affect their childrens' academic career and performance.
 - Parents of English Learners will be provided Individualized support based on their child's needs.

Foster/Homeless:



- Administration, school counselors, attendance team, office personnel, and Humanities teacher will implement wrap-around services to increase communication with foster and homeless students and families to encourage school attendance.
- The Title I HOPE Advocate on campus will coordinate ongoing services and support and monitor students' attendance, academic, and social/emotional progress, and communicate as necessary to encourage school attendance.

Free and Reduced Lunch:

- Administration, school counselors, Title I HOPE Advocate, attendance team, office personnel, and Humanities teacher will implement wrap-around services to increase communication with all students and families to ensure basic needs are being met so families ensure attendance.

Racial/Ethnic Minorities:

- Administration, office staff, teachers, school counselors, and leadership teams will collaborate to ensure equitable ongoing communication with families.

Students with IEPs:

- Administration, office staff, SEIF, special education team, school counselors, and leadership teams will collaborate to determine students' needs and ensure the appropriate accommodations and modifications so all students and families have access to educational opportunities.

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Strategic Budget	\$5,154,989.65	Staffing, CSR teachers, RBG3 strategist, instructional materials	Student Success, Adult Learning Culture, Connectedness
Title I	\$291,270.00	CSR teachers, CTT, Extra Duty Licensed	Student Success, Adult Learning Culture, Connectedness

